

# Reading First

## State Evaluation

Jan. Sept 04

# Reading First Evaluation Team

- *Principal Investigator*
  - Kaye Lowe Ph.D
- *Statistician*
  - Onecia Gibson Ph.D
- *Observation Team*
  - Ann Asbeck Ed.D
  - Ann Hendrix
  - Drema Howard
  - Linda Price
  - Pam Seale
  - Patricia Callaway
  - Lauren Jones
- *Graduate Research Assistants*
  - Lauren Jones
  - Jamie Morrison

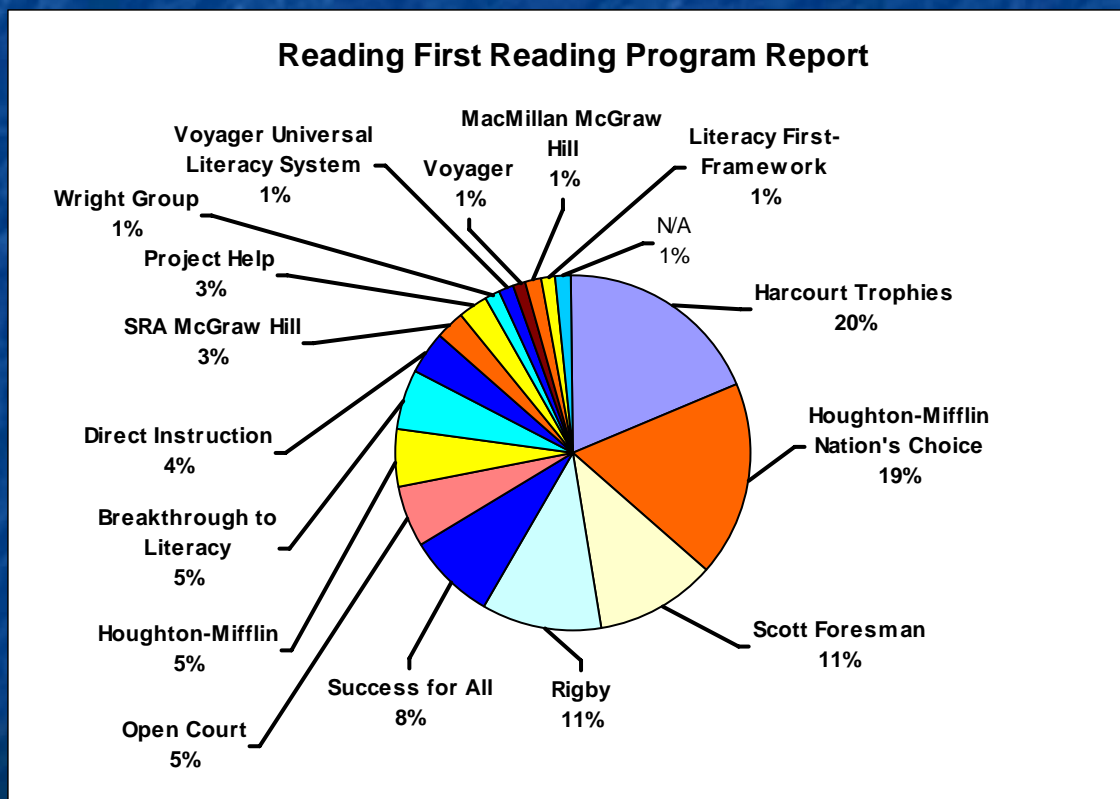
# Reading First in Kentucky

- ┌ 18,527 children from 74 schools
- ┌ Approximately 2,962 teachers
- ┌ 1095 Special Education teachers  
K-5
- ┌ 10 State Coaches, 11 Literacy  
Coaches, 74 School Coaches

# Professional development

- RF activities and professional development  
School Coaches 22,247 hours  
State Coaches 3,590 hours
- 1,367 teachers attended the Summer Institute

# Core Reading First Programs



# The evaluation process

## Three Perspectives:

- State implementation process
- Student reading achievement  
GRADE, DIBELS, CTBS (Reading)
- In depth investigation:  
Twenty in depth case studies  
investigating school and classroom  
level implementation

# State implementation

Interviews

KDE administrators  
State, District and  
School Coaches

Summer Institute

observations,  
evaluations and  
interviews

Principals' Institute

evaluations and  
interviews

Logs

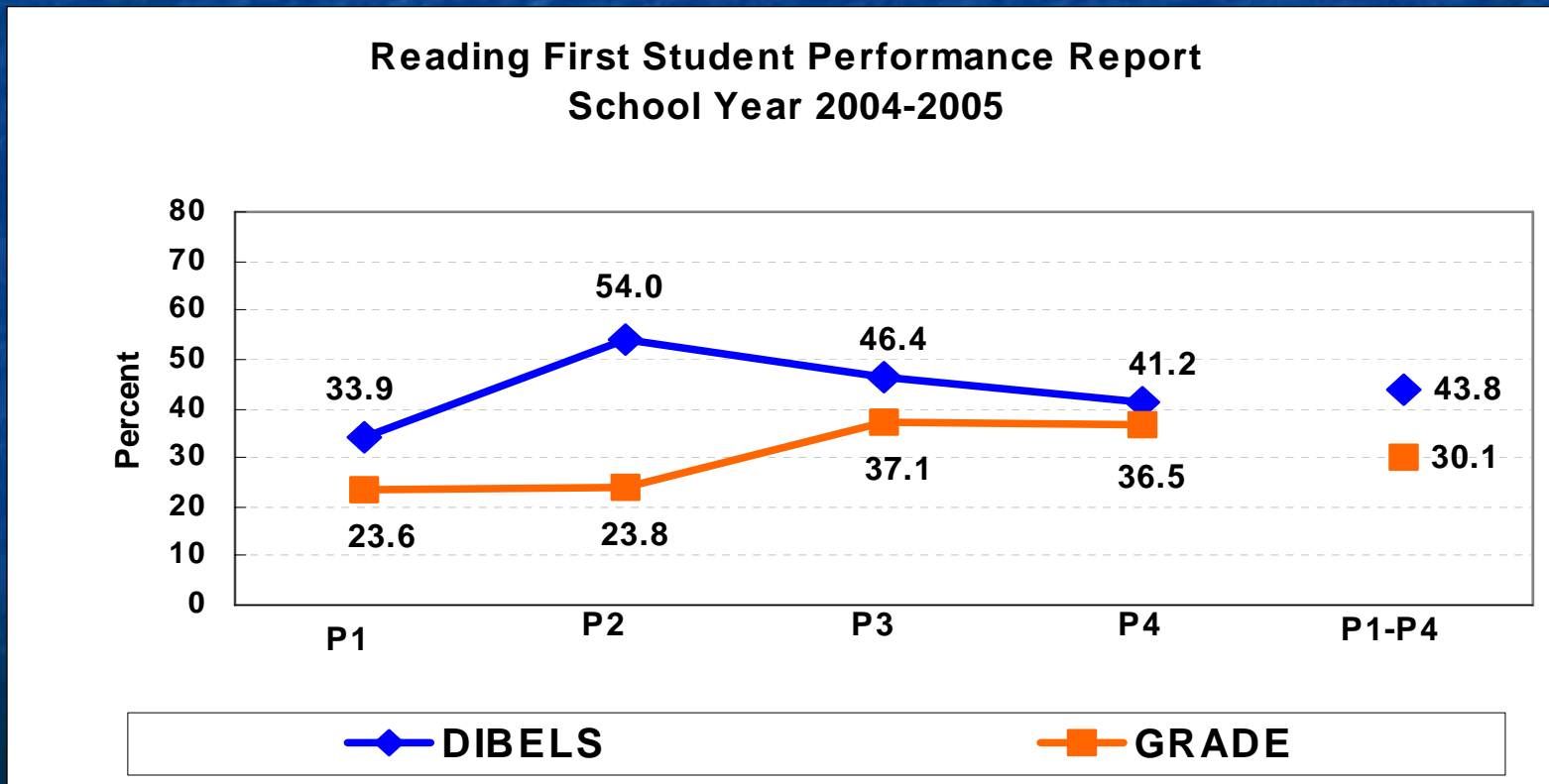
State and School Coaches

# Student reading achievement

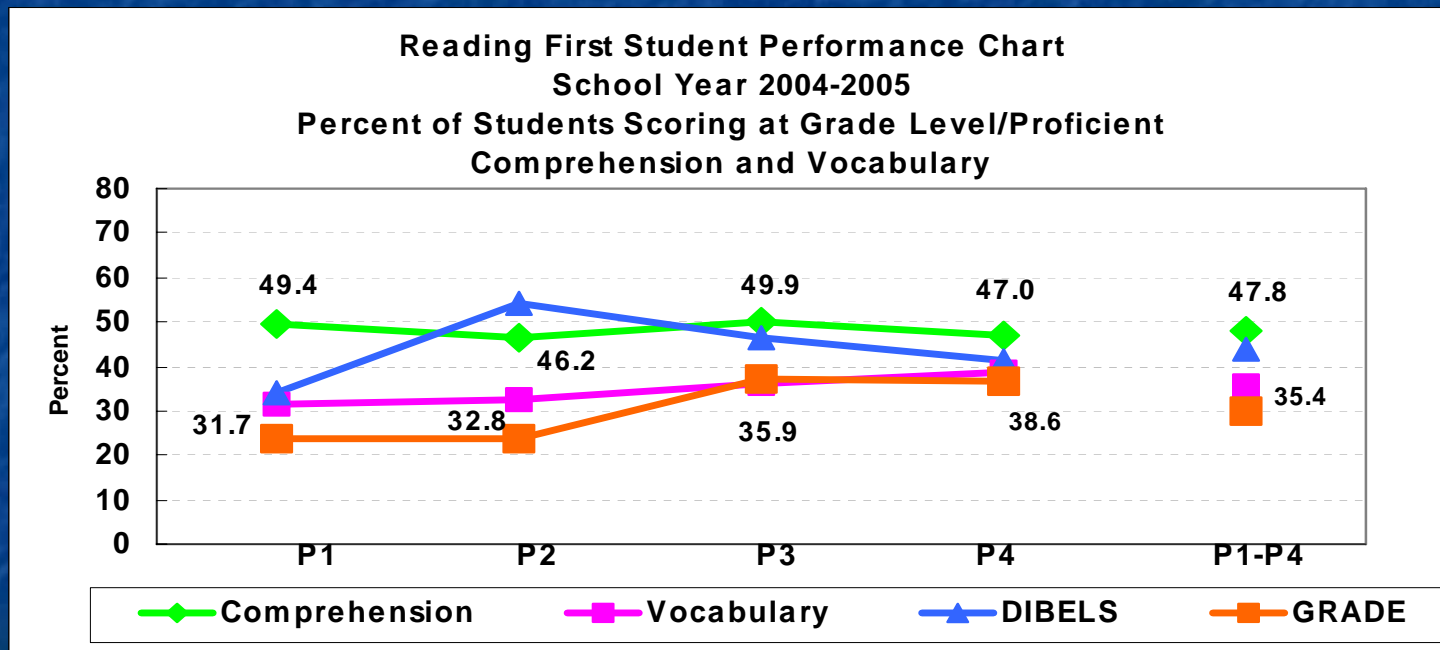
- GRADE
- DIBELS
- Additional comprehension and vocabulary

# DIBELS and GRADE results for Kentucky P-4

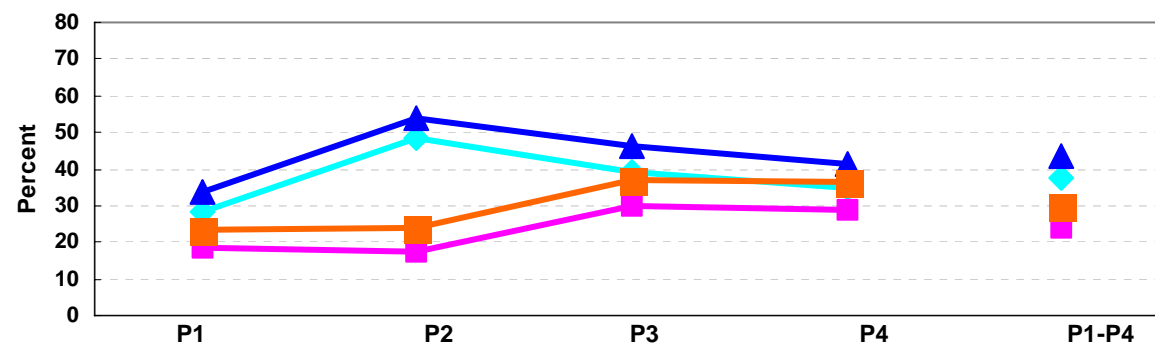
- Percent of students scoring at or above grade level.



# Percent of students scoring at, or above, grade level on optional comprehension and vocabulary tests.

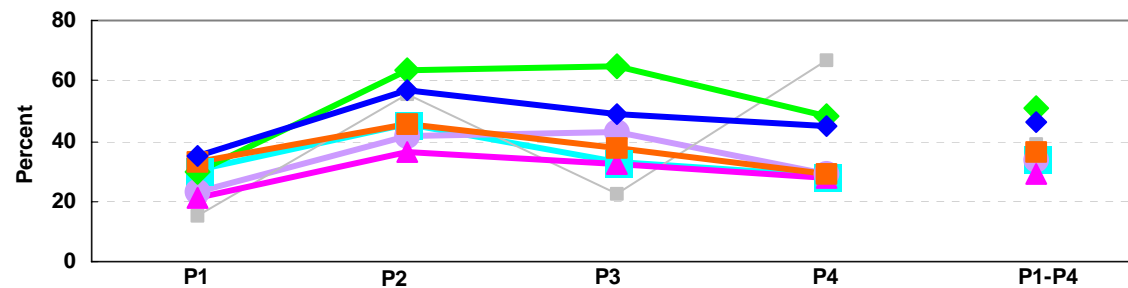


Reading First Student Performance Report  
School Year 2004-2005  
Economically Disadvantaged Students Scoring at Grade Level



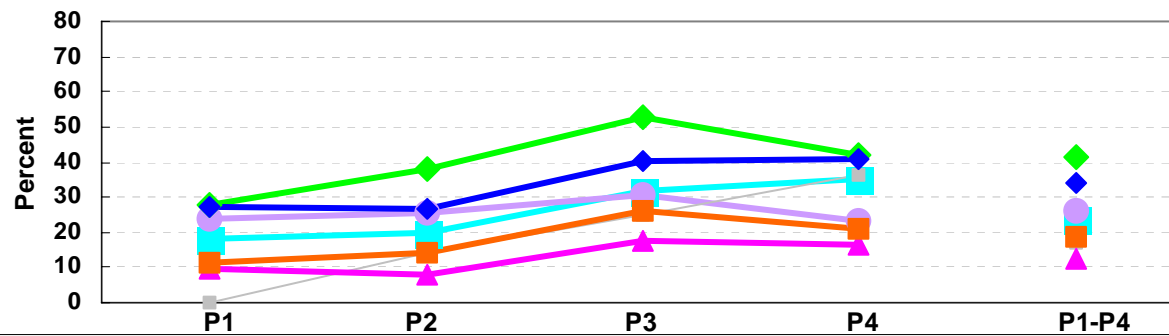
◆ Econ Disad DIBELS    ■ Econ Disad GRADE    ▲ DIBELS    ■ GRADE

Reading First Student DIBELS Performance Report  
 School Year 2004-2005  
 P1-P4 Students Scoring at Grade Level by Race



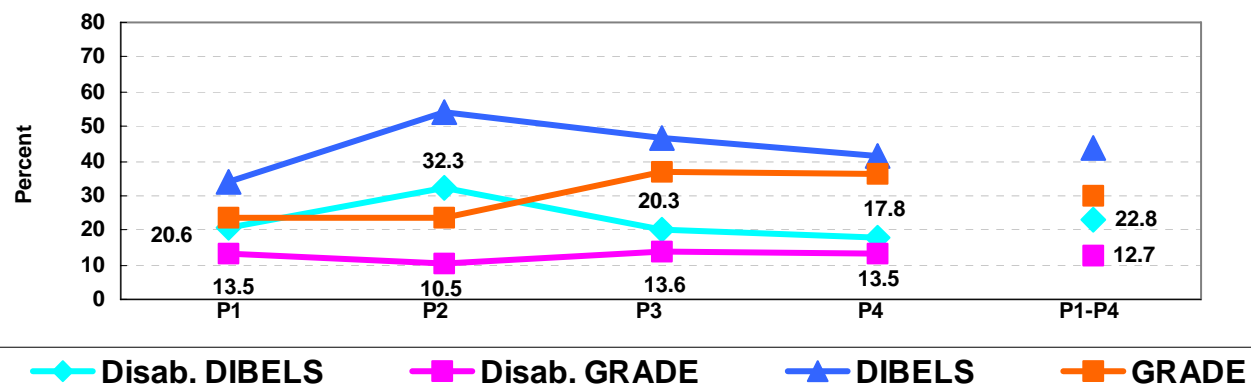
Missing      Multiracial Other      Native American      Asian  
 Hispanic      African-Am.      White

Reading First Student GRADE Performance Report  
School Year 2004-2005  
P1-P4 Students Scoring at Grade Level by Race

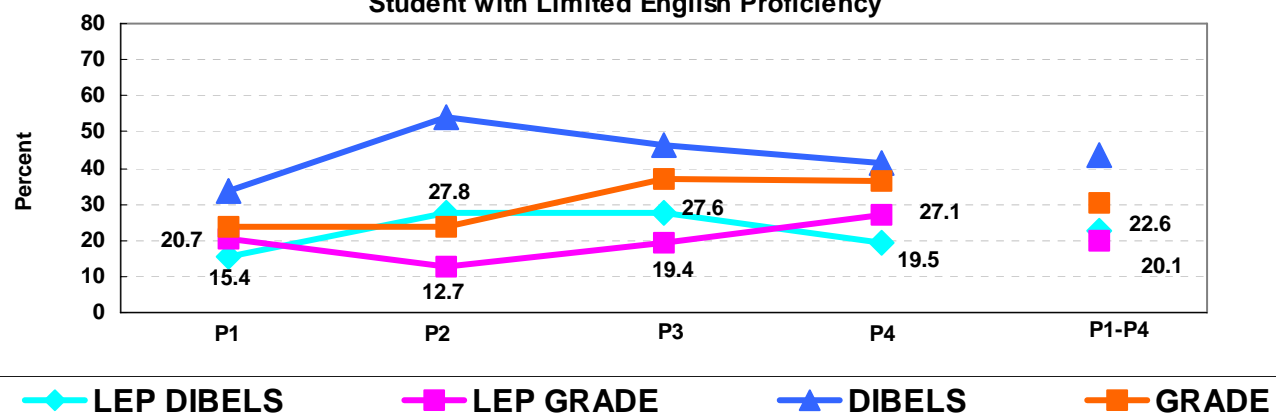


■ Missing
● Multiracial Other
■ Native American
◆ Asian  
▲ Hispanic
■ African-Am.
◆ White

Reading First Student Performance Report  
School Year 2004-2005  
Student with Disabilities



**Reading First Student Performance Report  
School Year 2004-2005  
Student with Limited English Proficiency**



# Classroom/School Implementation

- \* 20 case studies
- \* Representative sample of reading programs
- \* Demographic diversity
- \* Observation tool
- \* 80 observations completed Sept/Oct
- \* Interviews – School and District Coaches
- \* Focus group meetings
- \* Mini reports – feedback to sites
- \* Implementation checklist

# Findings

- **Professional development**

- Well received – positive response, growth in confidence and understanding of SBRR
- Overwhelmed by the amount of time needed and content covered
- Shifting to embedded professional development
- Need for more work in the area of literacy centers, 90 minute block, and core program

# Recommendations

- Strategies for conducting classroom observations and giving feedback
- PD to focus on literacy centers, and teaching 5 components and core programs
- School coaches attend RF National Conference

# Leadership

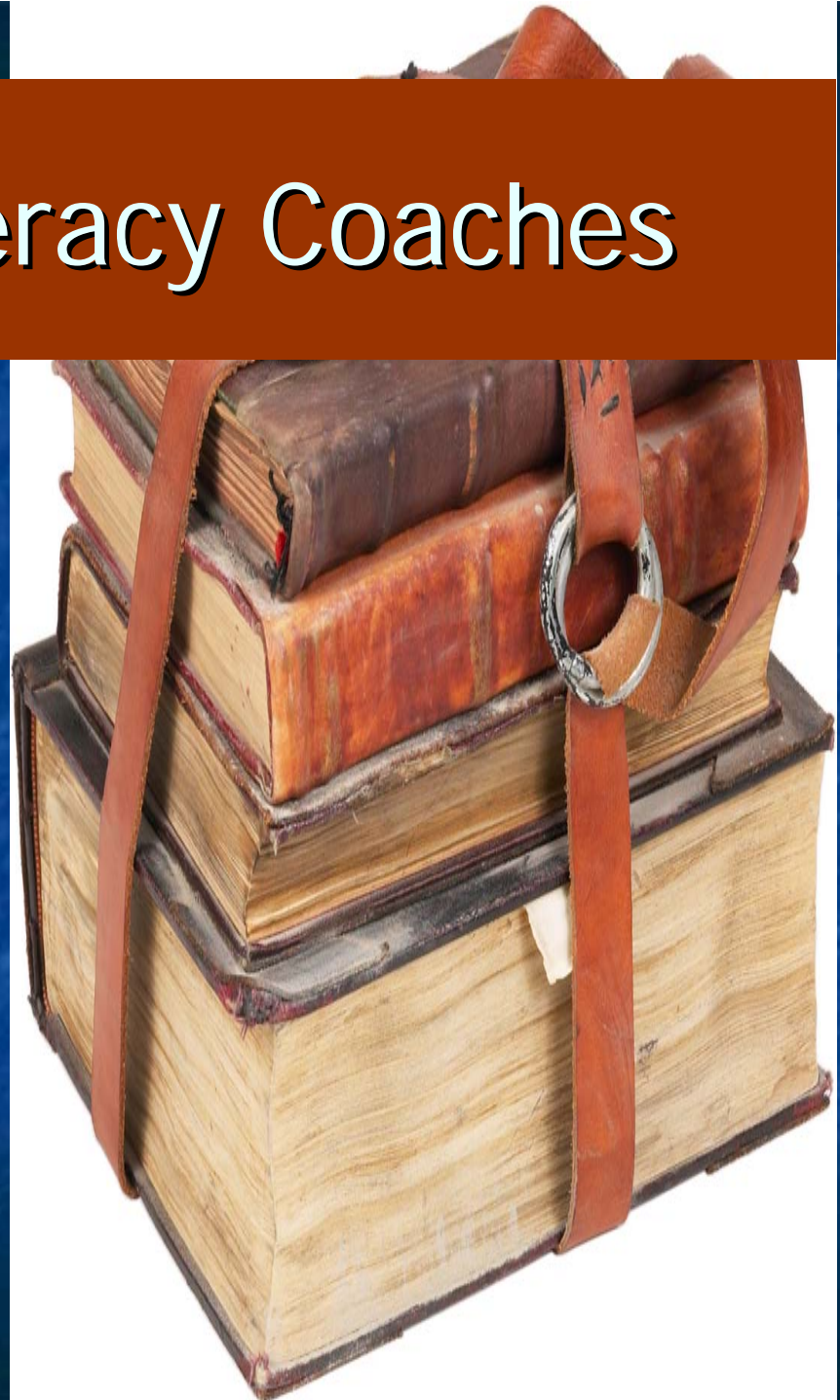
- Meetings and professional development seem to have improved school-wide communication
- Communication between KDE, school and district coaches highlighted as a concern
- KDE administrators have sacrificed enormous amounts of time and energy to ensure success

# Recommendations

- KDE to establish a Reading First office with a staff equipped to resolve the questions and concerns of teachers, administrators and coaches
- KDE to provide regular and consistent guidance in administering the program via the internet and meetings
- Meeting agendas to address the personnel needs of each particular school

# State and Literacy Coaches

- Recognized as “key players” and as the liaison between schools, districts and KDE
- Have had to overcome a technological learning curve
- Described as, “professional, hard-working, enthusiastic visible and supportive.”



# Recommendations

- Continue to create a network amongst coaches for support and advice
- Find ways to celebrate successes and avoid burn-out

# Role of the Principal

- Provides broad-based support to both teachers and reading coaches
- Ensures the fidelity of the program

# Recommendations

- Provide more opportunities for Reading First principals to network and share effective implementation and leadership strategies
- Provide principals with classroom observation training

# Role of School Coaches

- Responsible for the day to day operation of Reading First
- Need assistance dealing with conflicting roles within in the school
- Thrust into a new leadership role



# Core Program Implementation

- Difficulty adapting programs and instruction to coincide with the 5 components
- Evidence of strict adherence to core program teachers' guides
- Manual driven instruction
- Adherence driven by the fear of "doing it wrong" and losing funding
- "Good teaching" is sometimes compromised by strict adherence to presentation requirements



# Recommendations

- Confirmation from KDE and DOE that the 5 components take priority during the 90 minute block
- Need for ongoing clarification of Reading First goals; especially the relationship between fidelity and the 5 components
- Instructional planning for the literacy block should focus on integrating the 5 components
- Support of teachers' professional judgment in meeting these goals

# 90 minute block

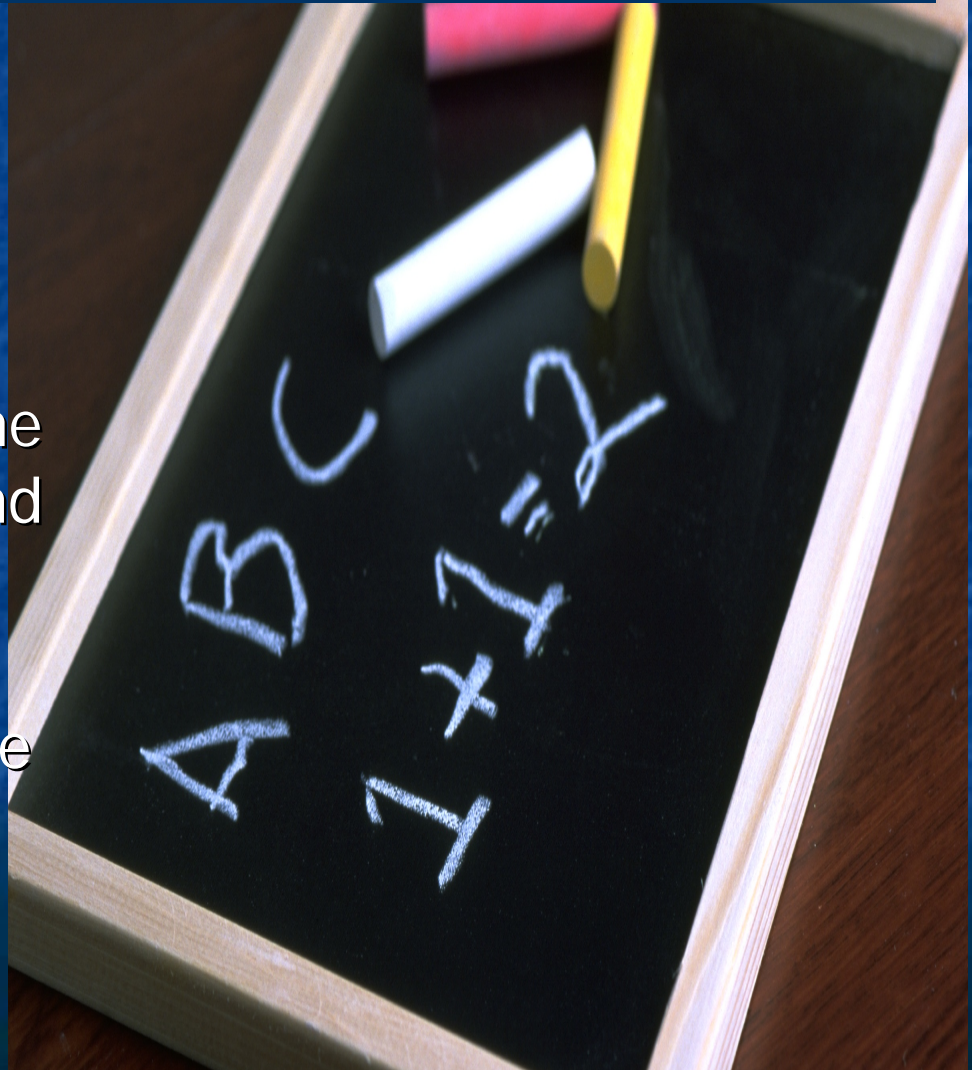
- Schools have in place a scheduled 90 minute protected literacy block
- Interruptions are few
- Teachers have inquired about the best ways to use this time

# Recommendations

- Clarification of the following questions:
  - Can supplemental materials be used during the block?
  - Can interventions with struggling readers take place during the block?
  - Are literacy centers supposed to operate during the block?

# Assessment

- Initial implementation was slow, laborious
- Despite this difficulty, everyone adapted and was able to complete the first round of GRADE and DIBELS testing on time
- Some materials and technology training were provided too late in the testing process



# Recommendations

- Schools who have successfully implemented testing procedures to share their strategies
- A statewide monitoring system be established to ensure the validity of test administration
- Continue to extend the data management system to meet the needs of the state

# Intervention

- Schools are still in the beginning stages of implementing intervention
- Teachers are waiting on test results to help them identify struggling readers and trying to form preliminary groupings according to observed evidence

# Recommendations

- KDE to clarify the following
  - Can students be withdrawn for intervention during the 90 minute block?
  - Who does the intervention?

Successful schools to share  
their intervention strategies

# Environment

- Core reading programs are in place
- Many classrooms are saturated with commercially produced materials
- Word walls, while present were not being used on a regular basis



# Recommendations

- Provide teachers with ideas on how to use environmental print
- Create classrooms that celebrate students' work
- Make available a variety of reading materials beyond the core program

# Schools are gaining momentum



## We are finding:

- Overall response – strong commitment to improving literacy outcomes for all students